



Reform Redesign Report

Wright, Charles School

Detroit City School District

Ms. Kimberly Davis
19299 BERG RD
DETROIT, MI 48219-1712

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Charles H. Wright Academy (CHWA) is located at 19299 Berg Road, Detroit Michigan 48219 in a safe and stable community. CHWA is a state of the art building equipped with advanced technology. All teachers are highly qualified with 80% of the instructional staff holding a masters degree with teaching experience among staff members ranging from 5 to 20 years.. All paraprofessionals meet the NCLB requirements. We also have strong ties to the community, developing partnerships with MGM Grand Casino, Mercedes Benz, and Reading Corps Volunteers.

In the last three years, there has been some fluctuation in enrollment. During the 2010-11 school year, enrollment increased by 91 students, and although enrollment projections were exceeded for the 2011-12/13 school years the overall student population has decreased .Total enrollment for the 2011-12 school year was 683 students with our student population consisting of 98% African American, 1% Hispanic/Latino, and 5% Caucasian. Fifty-one percent of our students were female and forty-eight percent were male.

Changes in sub-group populations have created some unique challenges. During the 2012-13 school year, the English Language Learner population increased along with student transience. Neighboring elementary schools closures have forced students from adjacent communities to transfer to CHWA including students living in a nearby shelter. Factors associated with homelessness have created barriers to providing seamless instruction, which is support by declining scores on formative/summative school data reports; suggesting that some additional training may be needed to address challenges in the area of reading comprehension and mathematical problem-solving.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

Charles H. Wright Academy of Arts and Science is a school of excellence, committed to developing future leaders who will contribute, function and thrive in a global economy.

Mission Statement

We, the entire staff of the Charles H. Wright Academy of Arts and Science, in collaboration with parents, community, and school stakeholders, will successfully educate all students in achieving essential academic standards to be productive participants in a multicultural and global society. We are committed to educating all students in a state-of-the-art environment that is learner-centered, disciplined, clean, healthy and safe.

Beliefs Statement

We hold high expectations for all students. We believe that all students can learn; even in different ways and/or at a different pace. We believe that essential curricular content must be rigorous and relevant, sequenced appropriately and taught effectively. We believe assessments are essential to guiding instructional decisions and monitoring student learning.

Charles Wright embodies our purpose in many ways. There is ongoing engagement in building-level decision-making about curriculum, instruction and assessment. These decisions are made during grade-level and school wide team meetings, monthly parent meetings and workshops. The school interacts with parents and shares information in a variety of ways, including: Title 1 meetings, Open House and parent workshops, School newsletters and monthly updates, flyers, school website posts, bullet-point monthly calendars, weekly teacher newsletters, report cards, student progress reports, and MEAP parent reports and workshops. MEAP data is displayed in each classroom and throughout the school building. The school provides a user-friendly written format for student assessments to give to parents. Interpretation is provided, as needed, in a language the parents can understand. Parents are encouraged to discuss academic assessment results with the school counselor, teachers, and/or administrator. School staff work in grade-level teams during staff meetings and on their own time to develop appropriate assessment to be used. Individual teachers also use measurements and assessments they consider necessary. Some examples are, but not limited to: age appropriate writing rubrics, writing portfolios, oral comprehension across the curriculum areas and teacher observation and/or checklists. Students not mastering the State's academic standards are provided differentiated instruction to meet individual needs. Teachers in all grades use a range of strategies to meet individual needs including: taped materials, graphic organizers, varied texts, leveled readers, partnering, tiered lessons, tiered centers, grouping activities, varied homework, flexible groupings, interest groups and center activities, and technology help. Children are provided a variety of materials such as: leveled readers, picture/vocabulary cards, file folder activities, hands-on science lessons, math manipulatives, maps and globes provided in the Nystrom Social Studies series. Students are allowed to show learning through a variety of ways such as: oral word, written answers, dictation, projects, drawings and teacher observations. Monitoring and evaluation of staff performance is systematic and on-going. Lesson plans, class outline/syllabi and individual class data are reviewed frequently. Staff meetings are conducted weekly and there is a focus on areas that need improvement, discussion, monitoring and/implementation within the schoolwide program.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Charles Wright has received notable achievements. In 2009-2010, Charles Wright students (3rd-5th grade) met or exceeded the goal for math (65%) and reading (69%). In the 2010-2011 schoolyear, Charles Wright students met or exceeded the goal in math (74%). In 2012 our principal was awarded the Golden Apple award for educators from Western Michigan University.

In 2010-2011 and 2011-2012, Charles Wright was awarded a grant from Blue Cross/Blue Shield. This grant was a schoolwide health initiative. There are 2 National Board Certified teachers on staff. In 2010 Charles Wright was awarded the Skillman Good Schools Grant, allowing for the purchase of motivational incentives such as awards/trophies, ribbons and incentive tokens. In 2011, our school was selected to host Arnie Duncan's "Schools Tour".

Charles Wright has areas of improvement to focus on. Shared Leadership: staff creates an environment conducive to teaching/learning; decisions affecting student achievement are based on data; membership on the school improvement committees and monitoring of the SIP is a common expectation for all school staff. Professional Learning: all instructional staff has the skill to be effective collaborators; new teacher mentoring; teacher input in the analysis of PD initiatives. Parent/Family Involvement: the school places particular value on the diversity of its population. Our data suggests that we have areas of reading that need to be addressed, namely oral reading and story comprehension; as shown by MEAP, Accelerated Reader and DIBELS test scores. In math we need to focus on problem solving and using technology. In science our focus will be using scientific inquiry and analyzing graphic information and in social studies the focus will be on data analysis. These will be addressed by providing smaller learning environments for students, spending increased daily time in reading in every classroom and giving students with disabilities much extra support.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Charles Wright has a strong administrator, who is involved in daily activities with the staff and students and is highly aware of the goings-on in the building. Teachers at Wright Academy have a proven longevity record with the school. Teachers are encouraged to participate in professional development or to become Nationally Board Certified teachers. Teachers feel empowered and have input in school decisions. Our building is clean and maintained and the surrounding neighborhood is safe and well-kept. The parents in our neighborhood are very involved, as well as businesses in our surrounding community. Each classroom is equipped with at least 5 computers where students can work on Accelerated Reader and Accelerated Math. There are 2 Mac-Book carts, one for each level in the building, that teachers can check out to teach researching and keyboarding skills to the students. Many teachers use technology such as Computer projectors to show Powerpoint presentations and ELMOs

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Reform/Redesign Team:

Kimberly Davis, Principal, kimberly.davis@detroitk12.org

Chavela Murphy, Academic Engagement Administrator, chavela.murphy@detroitk12.org

Markita Hall, School Achievement Consultant-RESA, hallm@resa.net

Bevelyn Mitchell, MSU Intervention Specialist, mitch699@msu.edu

Chantel Judson, Grade 1 Teacher, chantel.judson@detroitk12.org

Lisa Potapenko, Grade 2 Teacher, lisa.potapenko@detroitk12.org

Tiffany Tait, ELA Instructional Specialist, tiffany.taylor@detroitk12.org

Tracey Jones, Literacy Coach, tracey.jones03@detroitk12.org

Mary Hansen, parent, n/a

Vertongie Bailey, parent, reshelle1971@gmail.com

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

The two "big ideas" that will change teaching and learning at Charles H. Wright Academy (CHWA) are 1) developing a professional learning community and 2) utilizing a Collaborative Learning Cycle (CLC) and Instructional Learning Cycle (ILC) to guide the process of instruction that incorporates the Gradual Release of Responsibility Model (GRM). CHWA Professional Learning Communities (CHWAPLC) will focus on both teacher and student learning. These communities will be designed to mediate teachers' thinking on how to use our data sources to guide instruction that promotes growth. Grade Level Teams (GLT) will use a structured agenda with a specific set of goals and priorities. Our PLC model will be implemented using these major emphases of focus: a) Teachers will collaborate to discuss curriculum and assessment as it relates to the state standards and the Common Core State Standards b) Common informal, formal, and summative assessments will be used that align instruction that will also provide comparative data. These assessments will be consistently collected, analyzed, and, revised to assure validity and effectiveness c) Data will be used to initiate conversations that put measures in place to guide instruction that meets our students' needs d) Redesigning our parent and community partnerships where we promote participation and shared responsibility, create opportunities for our learning community to understand our achievement levels and their options to assist in our school's growth plan e) Instructional teams will analyze the data to provide immediate extra student support through tutoring using available staff and trained parent/community volunteers that target skills that may not have been grasped during classroom instruction f) Instructional staff will be provided with protected learning time for students and collaborative learning time for teachers through the master schedule g) Measureable goals will be tracked with data sources using attainable growth targets.

CHWA PLC's will set goals that are both strategic as well as specific that are linked to the school improvement plan. Stakeholders will work together to implement strategies that target student and teacher learning. We will move towards an environment that focuses on getting results by using instructional initiatives with fidelity.

Instruction will be specifically targeted using a two-fold approach that will involve a Collaborative Learning Cycle (CLC) (Lipton & Wellman, 2012), in which teachers will collaboratively plan and implement lessons aligned to State and or Common Core Standards that are identified as areas of need based on multiple student data sources; in addition to, implementing an Instructional Learning Cycle (ILC) that incorporates an instructional delivery model that employs a gradual release of responsibility in that teacher supports are removed as students gain proficiency. Within the CLC teachers will continuously follow six steps in developing classroom lessons: study, select, plan, implement, analyze, and adjust. The study phase will use data to identify the concepts and skills that students need to learn. GLT will use this information to identify research based strategies and resources for enhancing learning and determining performance outcome measures. A common lesson structure and sequence will be used during the planning and implementation phase that includes the Standard and Objective being explicitly stated (posted) and referred to multiple times during the lesson, Prior Knowledge Connections, Teacher Modeling, Structured Practice, Guided Practice, and Independent Practice. Results from the independent practice will be analyzed according to CCS/district/teacher rubrics to determine if student expectations have been met as outlined in the standards. Teachers will then reflect on their teaching experiences, how the lesson might be improved or refined, alternative strategies that may need to be employed and if instructional modifications may need to take place to meet the needs of all learners. The adjust phase would also involve determining if additional and or follow-up lessons will be needed to insure student proficiency. If the data reflects that students need additional support the GLT would again determine the content/performance outcome for subsequent lesson(s).

Charles H. Wright Academy's Big Ideas will positively affect the core math, reading, science, and social studies content areas through monitoring and adjusting curriculum, instruction, and assessment based on data from student assessments and examination of professional practices. School-wide reform will transpire through reflective practice. As we evolve into Professional Learning Communities well as Collaborative Learning Cycles, we will make decisions that are purposeful, address the community we serve, and improve student

achievement.

State what data were used to identify these ideas.

CHWA used four types of data to identify professional learning communities (PLC) and Collaborative Learning Cycles (Instructional Learning Cycle)(CLC/ILC) as the "big ideas" for our reform/redesign plan (academic, process, perception, and demographic). MEAP Annual Education Combined Report data (State, District, CHWA) indicated that CHWA third graders were 3% (86.8%) below the State Student Proficiency (89.8%) in ELA/Reading and approximately 8% above the District (79.1%) during the 2009-10 school year. In 2010-11 CHWA dropped almost 18% below the State in ELA/Reading, while matching the District at 69.3%. During both academic school years, 54% of third graders on average were Level 2 Proficient as opposed to Level 1 Advanced. Results for Grade 4 followed a similar trend with an average of 53% of students at Level 2 Proficiency in ELA/Reading. MEAP Math scores during the 2011-2012 school-year fell to 14% proficiency among third grade students and 12% proficiency among fourth grade students. MEAP Reading proficiency scores were 40% and 58% respectively. Writing proficiency remained constant at 21% proficiency for the 2010-11 and 2011-12 school years. Fifth grade Science MEAP scores Fall, 2009 were 17% (97.6%)above the State with 77.% of assessed students at the Advanced Level 1 proficiency. In 2010, students fell to 54% proficiency with only 4% scoring at the Advanced level, and while it should be noted that the CHWA fifth grade population was moved to a neighboring feeder school, Fall MEAP results are reflective of the prior year of instruction. These data trends reflect inconsistencies in instructional practices and indicate that a PLC/CLC (ILC) is needed to ensure that students are prepared to meet the challenges of CCSS overall through systematically monitoring and adjusting long/short term goals to meet current student needs based on data.

At the school level, DIBELS Growth Report(s)for end of year (EOY) 2009-10 through EOY 2011-12 school years indicated that Kindergarteners at the Benchmark level increased from 62% proficiency to 73% proficiency. Vertical tracking of the 2009-10 Kindergarteners revealed that while 62% of the students were proficient at the EOY, the same target population fell to 37% proficiency by the end of first grade, rising to 48% proficiency by the end of second grade. Over the same three -year time span, 50% <of the population(s) in grades 2-4 were at Benchmark proficiency. DIBELS Correlation/Effectiveness reports indicated that of the students in grades 1-4 that were rated Intensive at the beginning of the 2011-12 school year, over 70% remained Intensive throughout the second quarter. Fourth quarter STAR Reading (Renaissance Learning software) reports for 2011-2012 school-year identified more than 80% of the Kindergarten and first grade population as either early emergent or below grade level. Fall, 2012-13 Assessment Proficiency Reports indicate that 84% of students in grades 1-4 are below the 50th percentile on STAR Reading and 78% of students in grades 1-4 are below the 50th percentile on STAR Math. Raising concerns over teaching effectiveness, and teachers' ability to differentiate instruction. Technology software interventions were purchased to address students' individual learning needs. School Activity Reports (2010-2012) revealed that < 20% of the teaching staff utilized these tutoring technologies on a regular basis and or that best practices such as progress monitoring (Safer & Fleischman, 2005) were not implemented with fidelity among staff members; pointing toward a need for job embedded professional learning opportunities to increase student achievement among students at risk of failure. Based on the Auditor's State Attendance Percentage Report for 2011-12, tardies (11,158) and student attendance (44.41% to 81.96%) were considered to be a possible indicators of the need for additional student engagement strategies to be employed, which would also require additional professional learning opportunities for teachers. Teachers participating in a PLC/CLC (ILC)would use collaborative meetings to make strategic decisions around formative data that addresses both instruction and intervention.

School Process Summary Report data indicates that collaborative inquiry and strategic coaching/mentoring in the content areas has been partially implemented. During the 2010-11/12 school-years, scheduling and staffing constraints were identified, as barriers to increased time for teacher collaboration, and embedded professional learning opportunities, resulting in grades K-3 students receiving 50%< of their recommended instructional minutes for Math, Science/Social Studies from a specialized subject area teacher. Summative data in these core subject areas reflect varying levels of student achievement. Early dismissal of students to fulfill teacher preparation period requirements

resulted in decreased academic learning time. CLCs produce data driven conversations that are learning focused and produce shared norms/values, which are replicated throughout the PLC/ILC.

Also during the 2011-12 school-year CHWA along with other DPS schools that had been identified by the Excellent Schools Detroit project were asked to participate in The 5 Essential Schools Project. Research identified Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction as the factors that matter most for student learning. Performance on each Essential was described using performance bands that ranged from very weak to very strong. Perception data indicated that CHWA was overall moderately organized for improvement. While teachers felt that there was strong principal instructional leadership (68-strong) they did not feel that teachers were positioned to influence decisions regarding school policies and practices (24-weak). In addition, teachers felt that quality professional development opportunities were given(66-strong) but in contrast Collaborative Teacher data showed a lack of teacher-teacher trust (33-weak)and in terms of collective responsibility, teacher responses indicated that teachers share a neutral (53-neutral)rather than strong or very strong sense of responsibility for student development, school improvement, and professional growth. Survey response rates for Ambitious Instruction were too low to be included in the data profile. School Improvement Perception (SIP) data (2011-12)reflected that 45% of staff members felt there was a positive collegiate atmosphere, while 38% felt overwhelmed and in need of more parental involvement . SIP parent data revealed that 41% of parents felt that their children got the support they needed from their classroom teacher. Parents (47%) also felt that their children needed more time for library/computer lab experiences. SIP student data indicated that students (35%) felt they did not get the staff support they wanted, however, students (23%) did enjoy math and science class. Students (23%) also indicated that they wanted more time for computer enrichment and art. Perception data from the AdvancEd staff survey given Fall 2012-13 reflects a disconnect between current academic data trends and staff perceptions. AdvancEd data indicates that 65%> of staff members feel that our school has a systematic process of collecting, analyzing, and using data to inform instruction. Still, students in grades 2-4 grew less than .2% from Q1 to Q2 on STAR Reading Assessments. Additionally, Teacher Walk-Through /Feedback Forms indicate that <50% of instructional staff regularly includes assessment/follow-up steps in their overall lesson planning. The Annual Education Report for 2011-12 indicates that over 80% of the staff members possess a Master's degree. In contrast, 44% of teachers regularly show evidence of differentiated instruction/vary performance outcomes based on student learning style.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Principal Kimberly A. Davis was assigned to Charles H. Wright Academy in August 2010 replacing Principal Sylvia Green. Principal Davis formerly served as principal of Holcomb Elementary School where she has a proven record of creating and maintaining a thriving school community. Holcomb Elementary School, a high performing school met Adequate Yearly Progress each year during her tenure and successfully received the Skillman Foundation Good Schools High Achieving Award, which awarded the school \$75,000.00 for its successful programs and its student achievement.

Principal Davis was selected as the principal of Charles H. Wright Academy August 2010 to lead the school and community during its transformation and re-configuration period. With the closure/ consolidation of three elementary schools within a 1-mile radius, Charles H. Wright Academy experiences a shift in student population. The school configuration changed from Kindergarten through fifth grade to Pre-K through fourth grade. The population included an increase number of students from a nearby Homeless Shelter.

Principal Davis possesses skills to maintain and build a thriving school community. Principal Davis has a strong desire to achieve outstanding results and is task-oriented. She is a leader through her influences not her authority. Principal Davis motivates others and influence their behavior and thinking to obtain results by promoting shared-decision throughout the school community that she leads. Principal Davis is a problem-solver and set clear goals for staff. It is because of these characteristics; Principal Davis is the Turnaround Leader that will continue to lead Charles H. Wright Academy in its effort to transform learning.

Principal Davis received her Bachelor of Arts Degree from Western Michigan University and her Master's Degree and Educational Specialist Certificate from Wayne State University. Principal Davis was honored on October 25, 2012 from her Alma Mater Western Michigan University with the Golden Apple Award. The Golden Apple is awarded by the College of Education and Human Development Alumni Society presented to outstanding educators who have been recognized by their peers for dedication and commitment to the profession. Principal Davis one of six principals selected attend the Harvard Institute for School Turnaround Leaders where she learned to develop strategies for successfully turning around underperforming schools. Through this experience, Principal Davis also learned how to use an accelerated timeline to create learning environments that support high levels of achievement for all students. Principal Davis also served as a Principal Mentor from 2009-2011 for new principals in Detroit Public Schools. Principal Davis continues to illustrate her commitment and enthusiasm for education through her past and current accomplishments. Her administrative platform enforces that there are no "excuses." Clear academic goals are set for the school and for each student. She supports the instructional as well as non- instructional staff in their pursuit of professional growth.

Principal Davis is a highly effective principal at Charles Wright Academy. She was able to effectively merge cultures into one elementary school and still maintain high student achievement and create an atmosphere where parents feel welcome. Principal Davis possesses the skills necessary to improve the work around teaching and learning.

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

Reform Redesign Report

Wright, Charles School

Charles Wright Academy utilized a collaborative process to create a teacher/leader evaluation plan that includes student growth as a significant factor, as this will be 25% of the teacher evaluation score, as well as the Administrative Evaluation. This was a collaborative effort between Wright staff and administration.

The evaluation process determined the effectiveness of instructional staff, while also ensuring that there are ample learning opportunities for improvement. Beginning with the Professional Development Day in November, 2011, Charles Wright Academy in collaboration with the District began to review and provide feedback to the district for a new evaluation process tool for instructional staff, including the following core elements:

- * 25% Student Growth as a significant factor
- * Demonstrated Pedagogical Skills
- * Classroom Management
- * Relevant Special Training (Additional credentialing/certification(s), graduate courses, conference attendance; professional organization membership)
- * Accomplishments/Significant Contributions
- * Attendance Record/Disciplinary Actions

The implementation process began with an initial District training session to familiarize teachers with the core elements of the evaluation process, which are guided by the language contained in current Michigan Education Reform Legislation (Public Act 100, 101, 102,103). During this session teachers identified the characteristics, actions, activities and artifacts that would provide evidence of each core element for both highly effective and ineffective teachers. An Educator Evaluation Response Form was completed by participants and presented to the District to provide stakeholder feedback. Teachers then developed/implemented a Professional Learning Plan (PLP) including a summative portfolio that supported artifact and data collection relevant to the core elements. After approximately a month, administrators and or school leader designee(s) conducted initial observations and conferences to review teachers' PLPs. Teachers were asked to select a minimum of two data sources to review and provided feedback to the district on the evaluation process.

Spring, 2012, An electronic Evaluation Tool, PD/Observation 360 became available. Train the Trainer Sessions for School Teams consisting of 2-3 teachers were offered by the District. Train the Trainer School Teams then conducted ½ day training sessions for the staff at the building level. Administrators received training for PD360/Observation 360 at the District level. PD 360 is a professional development tool that allows for personal PD and peer collaboration amongst teaching staff. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. School leaders and or designees continued to conduct 2 formal observations/conferences. Informal monthly walkthroughs, lesson plan monitoring, and gradebook checks are also conducted. A collaborative effort was made to evaluate progress and to revise teacher PLP's based on observation feedback. June, 2012, PLP's were developed for the upcoming school year based on school-wide data.

School-wide data that drives professional learning opportunities, instructional support and planning is acquired through several measures including 1) bi-weekly and or monthly classroom observations conducted by school leader(s), instructional specialist, and or educational coach that utilize a Gradual Release of Responsibility model to examine instructional processes, student engagement, and effective use of academic learning time, and 2) District and stakeholder created grade level progression plans that evaluate student performance on grade level standards and benchmarks.

Using the feedback from School wide data measures, professional learning opportunities are planned to support /implement school-wide initiatives to improve instructional practices and overall school climate. During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent; as well as recommending PD360 videos to support professional growth. A formal mid-year observation must be conducted for struggling teachers and new teachers. Beginning in April, observers should begin conducting their end-of-year observations using the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data and documentation collected by the teachers as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness, record attendance and discipline information and list contributions and accomplishments for each teacher.

Provided is the timeline for implementation of the administrative evaluation:

February, 2013 - Detroit Public Schools will align current DPS administrator evaluation tool to domains mandated by MDE and developed by our internal team.

February 2013 to April 2013 - DPS will develop a rubric for all domains of the evaluation tool utilizing the evaluation scale mandated by MDE.

May 2013 - DPS Legal Council will vet the evaluation tool for inclusion in 2013-14 school administrator contracts.

June 2013 to July 2013 - Detroit Public Schools will provide school administrators with professional development pertaining to the new evaluation tool.

August 1 - Detroit Public Schools will fully implement the administrator evaluation tool.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

CHWA is committed to identifying and rewarding school leaders, teachers and other staff members who have increased student achievement. A committee was formed to develop a plan to identify and reward teachers/staff who show improvements in student success. The criteria is based on student growth and student data, using the framework for teacher evaluation. The indicators may include, but are not limited to: pre/post tests, the STAR growth report (math and reading), classroom and staff attendance, Accelerated Reader scores, SFA reading level growth, and MEAP scores. The committee presented these goals at a staff meeting held in January, 2012. Staff were asked to complete a survey about incentives and school practices in order to gather suggestions. This information was compiled and reviewed by the committee. Incentives will be provided quarterly for the top 5 teachers who show student growth. Staff members listed the following as incentives for showing student growth: recognition at staff meetings, comp time, "up front" parking space for 1 week, photo in hallway, extra prep time, "late pass" to arrive past 7:15, massage during lunch hour, breakfast or lunch provided for class, candy in mailboxes, gifts/gift cards (which could be provided by community partners). Staff members also suggested recognition at the Honor Award Ceremonies and End of the Year Programs. Staff member who have perfect attendance each month will be recognized at the first staff meeting of the following month.

The administrative staff at CHWA has set clear goals for expectations in performance. When administrators find personnel that are not meeting goals, based on results of formal and informal observations, teachers will be provided opportunities for improvement. Teachers will be provided time to meet with teachers who are considered highly effective, to observe and "shadow" them for a day or more in order to gain knowledge and ideas; mentoring. Teachers will be required to view videos on PD 360 and do the follow up questions and the implementing comment sections. Teachers will log into PD 360 and select videos based upon observation needs. After watching the videos, staff will answer the follow up questions, use the learning in their classroom and complete the implementation questions section. This will be monitored by administration, who will check bi-weekly how many minutes of video are viewed. Staff will also be asked to attend professional development offered by the District through Solutionwhere. Instructional staff will be provided time to sit in on other classrooms, as well as

other schools, that have shown a record of instructional success. The instructional specialist will give continual support by providing job embedded professional development; through model lessons, attending grade level PLC's and providing classroom support. Clear goals will be set for monitoring and evaluation purposes. Administrators will conduct continuous classroom walkthroughs and evaluate weekly lesson plans and grade books. Targeted teachers will have 4 formal evaluations as opposed to 3 during the school year. CHWA will use district adopted competencies to determine the effectiveness of teachers, the districts' new evaluation process is based on the following: student growth, demonstrated pedagogical skills, classroom management, teacher attendance & discipline record, teacher accomplishments and special training. Non-instructional staff members will be provided peer tutoring, time to attend workshops, and will attend a meeting with the administration to discuss goals and expectations. After all the supports have been met, teachers, leaders and other staff members that are not effective or not improving student achievement will be released.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Charles H. Wright Academy (CHWA) is committed to providing its staff with ongoing, high-quality, and job-embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning. Although, professional learning opportunities are available at the national, state, and local levels, CHWAPLC's will provide a systemic approach to ongoing job-embedded professional learning opportunities that will drive instructional practices. The CHWAPLC will use data (quarterly) to determine which instructional approaches will transform teachers' perceptions and produce student growth outcomes. Our CHWA AdvancED Staff Survey from Fall 2012 revealed that 39.58% agreed while 39.58% strongly agreed that we have a systemic process for collecting, analyzing, and using data at CHWA. Our survey also revealed that 45.83% agreed and 31.25% strongly agreed that staff is trained to evaluate, interpret, and use data appropriately. Finally, 43.75% agreed and 47.92% strongly agreed that CHWA staff uses data to monitor student readiness and success at the next level. 14% of our third graders and 12% of our fourth graders earned proficient M.E.A.P Math scores in 2011-2012. This is a significant drop from the 2010-2011 scores in which 86% of third graders and 94% of fourth graders earned proficient scores. In 2011-2012 our M.E.A.P reading scores were 40% and 58% respectively. Again there was a drop in scores from 69% of third graders and 72% of fourth graders scoring proficient during the 2010-2011 school year. Furthermore, our Renaissance Learning Star Reading/Star Early Literacy data revealed more than 80% of the Kindergarten and first grade population were either early emergent or reading below grade level. CHWA will create professional learning opportunities designed to transform teacher perceptions that correlate with the data and positively affect student growth.

The Success for All Comprehensive School Reform (SFA) directly addresses the identified reading gaps within our MEAP, MAP and STAR data. An average of 19% of third and fourth grade students scored below proficient on reading during the 2012-13 MEAP creating a 7% gap between CHW third grade students and state targets. A 1% gap existed between 4th grade students and state targets. Results identified learning gaps in Word Study skills/ Informational text/Comprehension. Fall/Winter 2013-14 MAP/STAR data identified the same trends in

learning gaps for grades K-4. SFA addresses all areas by grouping students according to skill level.

MEAP Math scores during the 2011-2012 school-year fell to 14% and 12% proficiency among third grade/fourth grade students respectively. Assessment Proficiency Reports indicate that 78% of students in grades 1-4 are below the 50th percentile on STAR Math. MEAP Math scores during the 2012-2013 and 2013-2014 school-year raised an average of 33% and 65% respectively for third/fourth grade students. NWEA MAP Math scores (2012-2013 and 2013-2014) identified within group weaknesses in Algebraic thinking, Numbers and Operations, Measurement and Geometry, these data sets provide proficiency projections for MEAP.

MEAP Science scores for fifth grade students attending our neighboring feeder school have continued to drop for three consecutive years with fewer than 10% of students being proficient. Third and fourth grade NWEA MAP science scores are on average 10 points below the norm mean The Rausch Unit/ Ready for Instruction Today (RIT) score. MEAP Social Studies scores for sixth grade students attending our neighboring feeder school have showed an increase in the percentage of proficient students (13.4%) with fewer than 10% of students being reported at the advanced level for the 2012-13 to 2013-14 school-years, for an approximate 2yr. average of 9% of students performing at Levels 1 and 2. District level pre/post Social Studies assessments further support learning gaps in history, geography, civics, and economics with 100% of fourth grade students scoring not proficient overall.

CHWA's instructional support staff consists of an Instructional Specialist, Literacy Coach, Speech Therapist, School Psychologist, Attendance Officer, and an Academic Engagement Administrator. An Instructional Leadership team was established that consist of classroom teachers that collaborate with the instructional support staff to use their skill sets to sustain and mentor their colleagues in all content areas in transforming school wide reform. They also model the cultural norms of the CHWA vision and purpose for the redesign process. The team participates in opportunities for ongoing professional development that allow for culture and climate shift, curriculum alignment, and effective instructional practices. .

The instructional support staff will provide job-embedded professional development for all instructional staff members. The Resources Coordinating Team (RCT) will provide instructional staff with support that focuses on student development and meeting individual student needs that may impede learning. The RCT will meet regularly (weekly) with instructional staff members to identify students' individual needs and align appropriate resources. The team will also operate within a CLC to make available instructional resources that modify instructional practices to maximize student learning for all students. The Instructional Specialist will support the PLC by providing teachers with instructional strategies and modeling their use within a specific content area. Instructional specialist will partner with the CLC to effectively collect, analyze, interpret student data to determine the areas of focus and intervention. The Literacy Coach will also support the PLC and ensure effective implementation of the English Language Arts curriculum and will partner with the CLC to interpret the data and utilize it for instructional planning purposes. All instructional support stakeholders will assist in determining if the instructional practices are aligned to the CCSS and being implemented with fidelity. As a year two school, we will determine if additional coaches will be requested from Wayne County RESA to provide additional job embedded professional development. Wayne RESA coaches will guide instructional practices with the instructional staff. The RESA coaches will build the capacity with the teachers to create rigorous learning experiences for all of their students. The RESA content coaches will provide opportunities for teachers to model, observe, and try new instructional practices to improve the quality of education. The Gradual Release of Responsibility model will be used to enhance teaching and learning within the classroom setting. These strategies will support and guide teachers to disaggregate and sequence instructional concepts. This gradual release model will support student proficiency removing teacher supports at intervals deemed appropriate. Gradual Release of Responsibility will involve consistent, persistent, and creative application of four components: (1) Standards and Measurable Objectives, (2) Lesson Structure and Sequence, (3) Student Engagement, Feedback, and Correctives, and (4) Proactive Classroom Management. The gradual release model is a set of teacher planning and delivery techniques that will be applied to the math, reading, social studies, and science content areas K-4th grades. (Cotton, K. 1999).Administration and instructional support staff will recommend periodic use of the online on-demand professional learning tool PD 360. This resource will support professional growth and individualize professional learning for CHWA staff. Upon recommendation, staff will view videos and engage professional online chat based on the goals of the CLC and school-wide data trends. When completed, teachers will communicate feedback through the media response section of PD360 or send an email directly to the principal or designee. There will be an implementation window of two weeks with evidence available in lesson plans, pre or posttest (if applicable), or antidotal records. Staff is expected to view at least two videos per quarter for a total of eight videos for the school year.

Both CHWA support and instructional staff attend the Train the Trainer model professional learning opportunities for all subject content areas offered by the school district, Wayne RESA, as well external partners. This model is used to build the capacity of CHWA staff in order that information pertinent to school wide redesign is disseminated in a timely effective matter.

District as well as redesign initiatives are videotaped quarterly and shown at a designated weekly meeting. Staff provides feedback through onsite discussion or from their weekly grade level meeting report; next steps for implementation are an essential part of the response. The administrative observation and evaluation processes as well as self assessment serve as means to ensure implementation fidelity and effectiveness.

Periodic peer observations are held to train instructional staff on specific focus areas. Instructional staff use an observation template that focus on lesson content, student engagement, inquiry, and next steps for the observer as it relates to proper implementation of the focus area observed. Post observation conference opportunities are provided for the purpose of timely feedback and discussion.

At the end of the school year school wide instructional focus planning uses data triangulation and curriculum alignment to determine instruction for our extended school year. It is used to address both our current students and those transitioning to middle school. Vertical and horizontal meetings analyze data and prioritize student readiness. Ongoing monitoring and a range of predetermined assessments tell which subject content will be a reteach, a tutorial, or an enrichment lesson during the extended year.

*See Attached Professional Learning Calendar (which has since been edited to reflect changes to our school reform plan, and is current in the School Improvement Plan)

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Charles Wright School is committed to recruiting and retaining highly qualified staff to meet the needs of students. Our plan for recruitment, identification and placement of staff is based on student data, certification areas, special endorsements and staff preference. Members of the reform team such as the principal, Academic Engagement Officer, Literacy Coach, School Counselor, and the Detroit Federation of Teachers union representative are all involved in the interview process. Interview questions are based on Teacher Professional Learning Plans, The Educator Evaluator Response Form, evidence of student growth, educational achievements and awards, professional development, as well as district mandated questions. Upon selection, teachers with special endorsements and/or certifications are placed in subject areas/ grade levels. Teachers are also given the opportunity to have input about their teaching assignment. Staff surveys used to identify where staff members can be best utilized within the school. As a result, we have special subject area teachers for Science, Math Computer Education and Performing Arts. Based on student needs, we also have a Literacy Coach, Math Coach and an Instructional Specialist. Flexible working conditions are given are provided on an as needed basis. Opportunities are available for teachers to have input on prep schedules and their working hours to provide for outside professional growth. New teachers are given a district wide orientation and are mentored by seasoned Charles Wright staff members. Based on student data, reorganization of classes is a collaborative process in which teachers create classes for the following school year. This makes Charles Wright attractive to educators when recruiting teachers. Wright has a plan to retain highly qualified staff based on various features the school has to offer. Charles Wright is a state of the art building, equipped with advanced technology. The school is located in a safe and stable neighborhood. Our parking lot is protected with a fence and remote controlled gate. Charles Wright has strong community partners such as MGM Grand, Mercedes Benz and MRA Equipment. These partnerships provide extra activities for students and staff. Teachers and support staff will have ample opportunities for promotion and career growth through volunteering for special committees which allow for special projects such as ASSIST work, School Improvement Work, and other internal professional learning. Ample opportunities for outside professional development are offered as well as job embedded professional development. Job embedded professional development such as classroom coaching, structured planning time, mentor

meetings, consultation with outside experts, and observation of best classroom practices are provided so that the skills and knowledge learned can be immediately transferred to classroom instructional practice.

The transformation/turnaround schools will work in conjunction with the Detroit Public Schools (DPS) Talent Acquisition Department, (TAD) in the development of promotional opportunities and career growth as well as enhancing flexible work arrangements to meet the needs of staff.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical. Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

The Transformation/Turnaround Schools with support from the TAD will enhance its University partnerships and expand upon its community based relationships for the purpose of sourcing highly effective Teaching staff.

Project Pathways Transition to Teach Grant Program

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool of qualified teachers.

Michigan State University's Urban Immersion Teacher Program

Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources.

District-university Student Teacher Program

The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both Instructional and Administrative responsibilities. Growth and/or Career Opportunities include, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologists, Academic Engagement Officer, Assistant Principals and Principals.

Flexible Working Conditions

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determining inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such a period. Continuous use of the sick leave donation program will assist with retention efforts for Teachers struggling with medical related factors.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

The Charles H. Wright Academy Professional Learning Community (CHWAPLC) will work in concert with the Leadership Team and the District to use data to identify and implement instructional programs that are researched based and aligned from one grade to the next as well as with state standards/Common Core State Standards (CCSS). CHWAPLC will use the guidelines recommended in Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide (U.S. Department of Education Institute of Education Sciences National Center for Education Evaluation and Regional Assistance, 2003) and is committed to evaluating the effectiveness of select instructional programs. Wright will implement an instructional program that is backed by strong evidence (randomized controlled trials that are well-designed and implemented in two or more typical/similar classroom settings). The What Works Clearinghouse (WWC) will provide data to provide on program effectiveness. Wright Academy will collaborate to determine the alignment of educational goals with CCSS, and to evaluate current curriculum, interventions and assessments according to the guidelines for research/evidence based instructional programs. Data sets will then be used to develop comprehensive program structures that support a continuum of learning outcomes that are vertically aligned and meet the guidelines of state standards/CCSS. Wright will also initiate conversations that put measures in place to ensure that our instructional programs are meeting our students' individual needs.

Charles Wright used multiple student data sources to begin selecting our research based instructional program(s). Results, from the 2011-12 MEAP, will provide one component to examine achievement gaps, promote rigorous accountability and promote CCSS in the areas of reading, writing, and math. For example, of the 12 items presented on the MEAP from the Reading Comprehension Domain, less than 75% of students in Grades 3 and 4 responded accurately to question items (approximately 80% of the time). MEAP overall Reading proficiency scores were 40% and 58% respectively. Renaissance Learning (STAR Reading/ STAR Early Literacy (SEL) reports for 2011-2012 school-year identified more than 80% of the Kindergarten and first grade population as either early emergent or below grade level. The SEL provides sub-domain scores (0-100) for prerequisite reading skills. Two programs were selected to address comprehension and alphabets. Success for All (SFA) reading Program was selected because according to the WWC, SFA was found to have positive effects (medium to large extent of evidence) on alphabets, comprehension, and general reading achievement. The SFA instructional program directly addresses the identified reading gaps within our MEAP, MAP and STAR data. An average of 19% of third and fourth grade students scored below proficient on reading during the 2012-13 MEAP creating a 7% gap between CHW third grade students and state target of 85% by 2021/22. A 1% gap existed between 4th grade students and state targets. Results identified learning gaps in Word Study skills/ Informational text/Comprehension. Fall/Winter 2013-14 MAP/STAR data identified the same trends in learning gaps for grades K-4. SFA addresses all areas by grouping students according to skill level. Students are assessed every quarter (approximately 8 weeks), and then are placed into reading groups according to their data. Students receive 90 minutes of uninterrupted instruction by an SFA trained certified teacher focusing on vocabulary development, text evidence (informational) and comprehension skills (fluency). The SFA program also addresses vertical alignment between upper and lower elementary grades by providing instruction to K-1 grades in the prerequisite reading skills for vocabulary development, comprehension and exposure to informational text through read aloud activities. A computer based Tutoring Program that uses a Response to Intervention (RTI) model, first, identifying the lowest 30% of first graders, 20% of second graders, and 10% of third graders supports instruction. Internal/External partners aid implementation by offering embedded professional development in the form of observations and immediate feedback. In addition, the Accelerated Reading AR (Renaissance Learning software) provides critical reading practice in which the data is reviewed bi-weekly to make adjustments in students' reading goals and readability of selected reading material. Renaissance Learning (STAR Reading/ STAR Early Literacy (SEL)/Accelerated Reading, AR) is used along with SFA in that STAR/AR was found to meet evidence standards for comprehension. This additional reading practice supports the SFA mission of students reading on

SY 2012-2013

grade level by third grade and demonstrating proficiency in word skills, comprehension, and informational text skills and strategies. In addition, the STAR grade equivalencies (GE) are used along with MEAP and MAP data to determine mastery and optimal placement for SFA reading groups. Low student performance was attributed to the need for vertical curriculum alignment (building level), scheduling changes that included professional learning opportunities, and additional resources to address GLCES/CCSS. Both programs work to alleviate low student performance by supporting increased teacher teacher trust/communication. Component team meetings are an integral part of the SFA program which increases progress monitoring as well as provides embedded professional development. Electronic record keeping increases accountability improving the teacher's ability to make data driven instructional decisions. These program structures also work to improve student achievement by expanding the use of "best practices".

For two years consecutively (2010-11/12), CHWA students had 21% Writing proficiency on the MEAP. MEAP writing data shows an average increase of 63% for students proficient in writing during the 2012-13/2013-14 school years. NWEA MAP data (Fall/Winter 2013-2014) reveals within group learning gaps in grammar usage, writing processes and editing mechanics across genres for grades 2-4 with like trends demonstrated at the kindergarten and first grade level as measured by informal/formal class assessments. The writing rubrics for informational/Narrative text include proficiency in demonstrating process/traits of writing, (ideas/organization/style/conventions). Teaching Elementary School Students to Be Effective Writers (WWC, 2012) provides four recommendations for improving elementary students' writing skills. One of their recommendations was teaching the writing process, according to IES standards, has strong evidence of improving writing skills. When students learn to use the writing process for a variety of purposes students are able to develop a repertoire of strategies for writing. The Houghton Mifflin Write Source instructional program/curriculum directly addresses our identified writing gaps in grades K-4 and provides a user-friendly textbook developed by teachers and writers that include practice exercises that promote the development of the writing process, grammar usage, and editing mechanics along with the six traits of writing. Students in grades K-4 experience the Adventures in Writing component of the SFA program/cross curricular instructional cycles which provides vertical alignment and opportunities for students to apply the concepts that are learned through the Write Source program/electronic resources. Low student performance in writing was attributed to a lack of vertical alignment in teaching the writing process. In addition, after teachers reviewed formative writing samples, teachers found that students needed additional background knowledge (i.e., vocabulary instruction) and scaffolds (i.e., graphic organizers) to increase student achievement; to ensure vertical alignment pre and post testing would need to be created/collected across grade levels along with the development of a vertical progression plan to see true gains in this subject area. The Leadership Team will guide the development of these progression plans in collaboration with the PLC using both formative and summative assessments. The rationale for this strategy is outlined in the Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (WWC, 2007) that shows strong evidence for conducting formative assessments and providing high quality vocabulary instruction to increase literacy.

MEAP Math scores during the 2011-2012 school-year fell to 14% and 12% proficiency among third grade/fourth grade students respectively. Assessment Proficiency Reports indicate that 78% of students in grades 1-4 are below the 50th percentile on STAR Math. MEAP Math scores during the 2012-2013 and 2013-2014 school-year rose an average of 33% and 65% respectively for third/fourth grade students. NWEA MAP Math scores (2012-2013 and 2013-2014) identified within group weaknesses in Algebraic thinking, Numbers and Operations, Measurement and Geometry, these data sets provide proficiency projections for MEAP. Charles Wright selected the Scott Foresman Addison Wesley EnVision Mathematics text in that its review protocol meets WWC evidence standards with medium to large evidence for math achievement across grade levels. This instructional program addresses our identified learning gaps in grades K-4 through lessons that have embedded pre/post testing, concept building activities that include the use of manipulatives/hands on investigations, guided and independent practice. Lessons also include differentiated/small group instruction as well as intervention level activities for students working below grade level. Charles Wright will also be utilizing the District's Pre/Post Assessments that have been aligned with the CCSS to identify any gaps in the Scott Foresman Addison Wesley Mathematics text that need to be addressed. STAR/AR Math data will be used for grouping and individualized student instruction as it has been aligned to state standards and identifies student weaknesses.

Fourth grade NAEP science scores (2009) indicate that 74% of Detroit students were below Basic with 23% at Basic including 4% at Advanced Proficiency. Fifth grade Science MEAP scores Fall, 2009 were 17% (97.6%) above the State with 77.% of assessed students at the Advanced Level 1 proficiency. In 2010, students fell to 54% proficiency with only 4% scoring at the Advanced level, and while it should be noted that the CHWA fifth grade population was moved to a neighboring feeder school, Fall MEAP results are reflective of the prior year of instruction. Both NAEP and MEAP use four science content areas Physical, Life, Earth/Space, and Science Processes to assess student knowledge. MEAP Science scores for fifth grade students attending our neighboring feeder school have continued to drop for three consecutive years with fewer than 10% of students being proficient. Third and fourth grade NWEA MAP science scores are on average 10 points below the norm mean RIT score. Goal performance areas mirror the MEAP Science assessment. Thus suggesting that low student performance is linked to students' lack of prerequisite knowledge in the areas being assessed and the need for professional development in the delivery of science instruction and or a science specialist to deliver instruction/peer coaching. WWC Evidence Review Protocol Science Interventions (2012) provides guidance to select science program/programs that reflect these outcomes. Harcourt Science is the foundational resource for the CHWA science program based upon the National Science Teachers Association (NSTA) recommendations for a sound elementary program, first hand exploration, development of conceptual knowledge, broad conceptual themes, and integrated mathematics and communication skills. As a part of the Collaborative Learning Cycle (CLC) teachers will analyze formative data that is collected from end of unit assessments (Harcourt Science Textbook)/District level pre/post testing to identify areas of challenge. This formative data will be used for short range instructional planning while MEAP/NAEP results will be used for outlining long-term goals/objectives. The District's Science Learning Progression Plan (Harcourt Science), has been vertically aligned with CCSS and will serve as a reference tool when selecting research/evidence-based interventions from the Doing What Works web site to support instructional goals, and the implementation of the gradual release instructional model. The instructional program was selected to focus on the use of scientific process skills at the K-4th grade level as well as to develop prior knowledge of Physical, Life, and Earth sciences through hands on activities and exposure to cross-curricular activities.

MEAP Social Studies scores for sixth grade students attending our neighboring feeder school have showed an increase in the percentage of proficient students (13.4%) with fewer than 10% of students being reported at the advanced level for the 2012-13 to 2013-14 school-years, for an approximate 2yr. average of 9% of students performing at Levels 1 and 2. District level pre/post Social Studies assessments further support learning gaps in history, geography, civics, and economics with 100% of fourth grade students scoring not proficient overall. Thus suggesting that low student performance is linked to students' lack of prerequisite knowledge in the areas being assessed and the need for professional development in the delivery of social studies instruction and or a content coach to model instruction/provide peer coaching. Internally, a lack of vertical alignment/scheduling, as well as the need for additional resources to address grade level content expectations have also contributed to low student achievement. The instructional programs (MacMillan/McGraw) and electronic resources that were selected support the social studies curriculum and were chosen based on the identified learning gaps that exist within the areas of history, geography, civics, and economics. At each grade level, the curriculum is designed to help students develop social studies knowledge and process skills in order to address the learning barriers identified in our assessment data.

For continuity of instruction/vertical alignment of instructional programs, a gradual release instructional model will be employed across all subject areas in grades K-4 that is designed to meet the needs of diverse learners by incorporating teacher modeling, guided practice, small groups and independent practice with on-going monitoring and feedback that is guided by student data. Instructional staff of grades K-4 will receive grade level appropriate training in student engagement strategies (Think- Pair -Share) and effective instructional processes (facilitating in-depth discussions). Training/Coaching models for all subject areas will develop skills around differentiated instruction, data based decision making, effective feedback loops, and cooperative learning.

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For two years consecutively (2010-11/12), CHWA students had 21% Writing proficiency on the MEAP. MEAP writing data shows an average

increase of 63% for students proficient in writing during the 2012-13/2013-14 school years. NWEA MAP data (Fall/Winter 2013-2014) reveals within group learning gaps in grammar usage, writing processes and editing mechanics across genres for grades 2-4 with like trends demonstrated at the kindergarten and first grade level as measured by informal/formal class assessments. The writing rubrics for informational/Narrative text include proficiency in demonstrating process/traits of writing, (ideas/organization/style/conventions). Teaching Elementary School Students to Be Effective Writers (WWC, 2012) provides four recommendations for improving elementary students' writing skills. One of their recommendations was teaching the writing process, according to IES standards, has strong evidence of improving writing skills. When students learn to use the writing process for a variety of purposes students are able to develop a repertoire of strategies for writing. The Houghton Mifflin Write Source instructional program/curriculum directly addresses our identified writing gaps in grades K-4 and provides a user-friendly textbook developed by teachers and writers that include practice exercises that promote the development of the writing process, grammar usage, and editing mechanics along with the six traits of writing. Students in grades K-4 experience the Adventures in Writing component of the SFA program/cross curricular instructional cycles which provides vertical alignment and opportunities for students to apply the concepts that are learned through the Write Source program/electronic resources. Low student performance in writing was attributed to a lack of vertical alignment in teaching the writing process. In addition, after teachers reviewed formative writing samples, teachers found that students needed additional background knowledge (i.e., vocabulary instruction) and scaffolds (i.e., graphic organizers) to increase student achievement; to ensure vertical alignment pre and post testing would need to be created/collected across grade levels along with the development of a vertical progression plan to see true gains in this subject area. The Leadership Team will guide the development of these progression plans in collaboration with the PLC using both formative and summative assessments. The rationale for this strategy is outlined in the Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (WWC, 2007) that shows strong evidence for conducting formative assessments and providing high quality vocabulary instruction to increase literacy.

MEAP Math scores during the 2011-2012 school-year fell to 14% and 12% proficiency among third grade/fourth grade students respectively. Assessment Proficiency Reports indicate that 78% of students in grades 1-4 are below the 50th percentile on STAR Math. MEAP Math scores during the 2012-2013 and 2013-2014 school-year rose an average of 33% and 65% respectively for third/fourth grade students. NWEA MAP Math scores (2012-2013 and 2013-2014) identified within group weaknesses in Algebraic thinking, Numbers and Operations, Measurement and Geometry, these data sets provide proficiency projections for MEAP. Charles Wright selected the Scott Foresman Addison Wesley EnVision Mathematics text in that its review protocol meets WWC evidence standards with medium to large evidence for math achievement across grade levels. This instructional program addresses our identified learning gaps in grades K-4 through lessons that have embedded pre/post testing, concept building activities that include the use of manipulatives/hands on investigations, guided and independent practice. Lessons also include differentiated/small group instruction as well as intervention level activities for students working below grade level. Charles Wright will also be utilizing the District's Pre/Post Assessments that have been aligned with the CCSS to identify any gaps in the Scott Foresman Addison Wesley Mathematics text that need to be addressed. STAR/AR Math data will be used for grouping and individualized student instruction as it has been aligned to state standards and identifies student weaknesses.

Fourth grade NAEP science scores (2009) indicate that 74% of Detroit students were below Basic with 23% at Basic including 4% at Advanced Proficiency. Fifth grade Science MEAP scores Fall, 2009 were 17% (97.6%) above the State with 77.% of assessed students at the Advanced Level 1 proficiency. In 2010, students fell to 54% proficiency with only 4% scoring at the Advanced level, and while it should be noted that the CHWA fifth grade population was moved to a neighboring feeder school, Fall MEAP results are reflective of the prior year of instruction. Both NAEP and MEAP use four science content areas Physical, Life, Earth/Space, and Science Processes to assess student knowledge. MEAP Science scores for fifth grade students attending our neighboring feeder school have continued to drop for three consecutive years with fewer than 10% of students being proficient. Third and fourth grade NWEA MAP science scores are on average 10 points below the norm mean RIT score. Goal performance areas mirror the MEAP Science assessment. Thus suggesting that low student performance is linked to students' lack of prerequisite knowledge in the areas being assessed and the need for professional development in the delivery of science instruction and or a science specialist to deliver instruction/peer coaching. WWC Evidence Review Protocol Science

Reform Redesign Report

Wright, Charles School

Interventions (2012) provides guidance to select science program/programs that reflect these outcomes. Harcourt Science is the foundational resource for the CHWA science program based upon the National Science Teachers Association (NSTA) recommendations for a sound elementary program, first hand exploration, development of conceptual knowledge, broad conceptual themes, and integrated mathematics and communication skills. As a part of the Collaborative Learning Cycle (CLC) teachers will analyze formative data that is collected from end of unit assessments (Harcourt Science Textbook)/District level pre/post testing to identify areas of challenge. This formative data will be used for short range instructional planning while MEAP/NAEP results will be used for outlining long-term goals/objectives. The District's Science Learning Progression Plan (Harcourt Science), has been vertically aligned with CCSS and will serve as a reference tool when selecting research/evidence-based interventions from the Doing What Works web site to support instructional goals, and the implementation of the gradual release instructional model. The instructional program was selected to focus on the use of scientific process skills at the K-4th grade level as well as to develop prior knowledge of Physical, Life, and Earth sciences through hands on activities and exposure to cross-curricular activities.

MEAP Social Studies scores for sixth grade students attending our neighboring feeder school have showed an increase in the percentage of proficient students (13.4%) with fewer than 10% of students being reported at the advanced level for the 2012-13 to 2013-14 school-years, for an approximate 2yr. average of 9% of students performing at Levels 1 and 2. District level pre/post Social Studies assessments further support learning gaps in history, geography, civics, and economics with 100% of fourth grade students scoring not proficient overall. Thus suggesting that low student performance is linked to students' lack of prerequisite knowledge in the areas being assessed and the need for professional development in the delivery of social studies instruction and or a content coach to model instruction/provide peer coaching. Internally, a lack of vertical alignment/scheduling, as well as the need for additional resources to address grade level content expectations have also contributed to low student achievement. The instructional programs (MacMillan/McGraw) and electronic resources that were selected support the social studies curriculum and were chosen based on the identified learning gaps that exist within the areas of history, geography, civics, and economics. At each grade level, the curriculum is designed to help students develop social studies knowledge and process skills in order to address the learning barriers identified in our assessment data.

For continuity of instruction/vertical alignment of instructional programs, a gradual release instructional model will be employed across all subject areas in grades K-4 that is designed to meet the needs of diverse learners by incorporating teacher modeling, guided practice, small groups and independent practice with on-going monitoring and feedback that is guided by student data. Instructional staff of grades K-4 will receive grade level appropriate training in student engagement strategies (Think- Pair -Share) and effective instructional processes (facilitating in-depth discussions). Training/Coaching models for all subject areas will develop skills around differentiated instruction, data based decision making, effective feedback loops, and cooperative learning.

Measurable Reading Objective: 80% of all students will demonstrate proficiency in fluency and comprehension in reading by 6/9/16 as measured by internal and external assessments.

Strategy for Improved Implementation: Teachers will use differentiated instruction to teach reading comprehension and fluency to all students with additional systems of academic support (technology/student attendance/tutoring)

Activities:

Differentiated reading instruction that focuses on fluency/comprehension through the implementation of Success for All (SFA), beginning 9/3/2013 and ending 7/10/14. Assigned resources \$20000.00 through Title 1 School-wide Funding with All staff responsible for implementation (Leadership, Instructional staff, SFA Facilitator, Internal/External Coaches).

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Implementation of Team Alphie (Technology Activity) to support fluency/reading comprehension, beginning 9/3/2013 to 7/10/2014 Assigned resources 80000.00 through Title 1 School-wide Funding with Leadership, Instructional staff, Education Technicians and Internal/External Coaches responsible.

Implementation of Accelerated Reader (Technology Activity) to support fluency/reading comprehension, beginning 9/3/2013 to 7/10/2014 Assigned resources 85000.00 through Title 1 School-wide Funding with Leadership, Instructional staff, Education Technicians and Internal/External Coaches responsible.

Job embedded professional learning/structured training for instructional staff for Accelerated Reader with Leadership, Instructional staff and internal/external coaches responsible beginning 9/3/2013 to 7/10/2014. Assigned resources 70000.00 through Title 1 School-wide Funding

Job embedded professional learning/structured training/conferences for instructional staff for Success For All/professional learning with Leadership, Instructional staff and internal/external coaches responsible beginning 9/3/2013 to 7/10/2014. Assigned resources 20000.00 through Title 1 School-wide Funding.

Implementation of SFA Academic Support Program to provide additional support to struggling students (attendance/ extended day tutoring) with Leadership, instructional staff, attendance agent and focus team(s) responsible. Assigned resources \$97000.00 through Title I School-wide Funding.

Measurable Writing Objective: 11% increase of All Students will demonstrate proficiency in, grammar usage, writing processes and editing mechanics across genres by 6/9/16 as measured by internal and external assessments.

Strategy for Improved Implementation: Teachers will use the gradual release instructional model to differentiate instruction in order to teach the writing process, grammar mechanics, and editing process across genres additional systems of academic support (ie.technology/tutoring).

Activities:

Instructional staff will model best practices around the writing process using the Write Source Curriculum/electronic resources, beginning 9/3/2013 to 7/10/2014 with Leadership, Instructional staff and internal/external coaches responsible. Assigned resources \$3200.00 through Title 1 School-wide Funding.

Job embedded professional learning/structured training for instructional staff on the Writing Process (6+1 Traits)/electronic resources with Leadership, Instructional staff and internal/external coaches responsible, beginning 9/3/2013 to 7/10/2014. Assigned resources \$10000.00 through Title 1 School-wide Funding.

Measurable Math Objective: 15% increase of All Students will demonstrate proficiency in Algebraic thinking, Numbers and Operations, Measurement and Geometry by 6/9/16 as measured by internal and external assessments.

Strategy for Improved Implementation: Teachers will use the gradual release instructional model to differentiate instruction in order to teach

Algebraic thinking, Numbers and Operations, Measurement and Geometry with additional systems of academic support (ie. technology/student /tutoring)

Activities:

Differentiated math instruction through the implementation of Scott Foresman Mathematics Program (EnVision) using small groups, math manipulatives, data binders and math based technology activities beginning 9/3/2013 to 7/10/2014. Assigned resources \$7000.00 through Title 1 School-wide Funding with All staff responsible for implementation (Leadership, Instructional staff, Internal/External Coaches).

Job embedded professional learning/structured training for instructional staff on differentiating math instruction beginning 9/3/2013 to 7/10/2014. No required funding with All staff responsible for implementation (Leadership, Instructional staff, Internal/External Coaches).

Job embedded professional learning/structured training for instructional staff for implementation of mathematics instructional technology with Leadership, Instructional staff and internal/external coaches responsible beginning 9/3/2013 to 7/10/2014. Assigned resources 5000.00 through Title 1 School-wide Funding

Implementation of RTI Academic Support Program to provide additional support to struggling students through classroom push-in/pull-out services with Leadership, instructional staff, resource teacher(s) and focus team(s) responsible. Assigned resources \$200000.00 through Title I School-wide Funding.

Measurable Science Objective: 25% of All Students will demonstrate proficiency in Physical, Life, Earth Science(s), and Science Processes by 6/9/16 as measured by internal and external assessments.

Strategy for Improved Implementation: Teachers will use the gradual release instructional model to differentiate instruction in order to focus on science content knowledge and scientific process skills with additional systems of academic support(ie. technology, hands-on learning/tutoring)

Activities:

Differentiated science instruction through the implementation of science learning centers /District level Science Learning Progression Plan (Harcourt Science), beginning 9/3/2013 to 7/10/2014. No required funding with All staff responsible for implementation (Leadership, Instructional staff, Internal/External Coaches).

Job embedded professional learning/structured training/observation for instructional staff on differentiating instruction/science content knowledge and processes with internal/external coaching systems, beginning 9/3/2013 to 7/10/2014. Assigned resources \$20000.00 through Title 1 School-wide Funding with All staff responsible for implementation (Leadership, Instructional staff, Internal/External Coaches).

Measurable Social Studies Objective: 25% increase of All Students will demonstrate proficiency in history, geography, civics, and economics by 6/9/16 as measured by internal and external assessments.

Strategy for Improved Implementation: Teachers will use the gradual release instructional model to differentiate instruction in order to teach concepts of history, geography, civics, and economics with additional systems of academic support (ie. tutoring/supplemental reading materials/hands-on activities)

Activities:

Differentiated social studies instruction through the implementation of District level Social Studies Instructional Program (MacMillan/McGraw) with hands on experiences, beginning 9/3/2013 to 7/10/2014. Assigned resources \$20000.00 through Title 1 School-wide Funding with All staff responsible for implementation (Leadership, Instructional staff, Internal/External Coaches).

Job embedded professional learning/structured training for instructional staff on the differentiating social studies instruction with internal/external coaches responsible, beginning 9/3/2013 to 7/10/2014. No required funding with All staff responsible for implementation (Leadership, Instructional staff, Internal/External Coaches).

Implementation of RTI Academic Support Program to provide additional support to struggling students (extended day tutoring) with Leadership, instructional staff, attendance agent and focus team(s) responsible. Assigned resources \$57000.00 through Title I School-wide Funding.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

Charles Wright is committed to use student data to inform and differentiate instruction. Professional development has been given on using external/internal data sources and ways to complete item analysis of district, as well as, classroom tests/assessments. While working in Professional Learning Communities, teachers use data to discuss where students are struggling and ways to differentiate instruction to target these students. Teachers perform error pattern/item analysis to evaluate learning needs. Students that require additional instructional support receive an Individualized Learning Plan to modify whole group, small group, and individual instructional practices. Teachers use CLC time to meet with horizontal grade level teams to discuss pre and post strategy implementation based on data findings. Educational coaching is provided that includes, but is not limited to, modeling lessons, support in analyzing data, and observational feedback to facilitate teacher growth in implementing student engagement strategies. Through the use of PD 360, staff become members of an online professional community.

Teachers at CHWA use a GRM delivery model, have student objectives posted in the classroom and routinely go over these objectives with the students as a part of the lesson. A common calendar is provided for each teacher per grade level as a pacing framework; although staff are given flexibility to tailor to classroom needs. Teachers routinely assess the students and find ways to provide differentiated instruction based on that data. Through the use of Collaborative Learning cycles, teacher can plan activities such as learning centers, small groups, resource teachers, peer tutoring and technology assistance.

CHWA conducts weekly "morning meetings", which is an informal student assessment time where classroom goals are set and accomplishments acknowledged; a time when teachers learn what preferences and interests their students have in order to help peak their

enthusiasm. Teachers, through informal observation and or a formal survey identify the learning modalities of each student in order to structure lesson/outcome measures according to the students' strongest learning style. Teachers present lessons in a variety of learning styles to address multiple intelligences; i.e. interactive lessons, kinesthetic (Total Physical Response, TPR), visual (videos, psa's, etc.).

Student learning is assessed frequently. Staff members use teacher made assessments, pre and post tests, and district/state testing scores. By doing item analysis, teachers learn which GLCE's and common core standards need to be improved. In this same way, teachers use rubrics to plan for improved writing skills. After reviewing their writing rubric, students are asked to select one trait that they will improve on the next writing piece; and teachers can see where their teaching needs to be directed. CHWA also uses technology-based assessments such as Accelerated Math and Accelerated Reading. Socratic questioning methods are employed during lessons to activate higher order thinking skills. Students also utilize hand signals as an informal method of communicating with the teacher. Teachers also employ student engagement strategies such as "numbered heads" (a strategy to guarantee all students are called upon to participate); this ensures individual accountability during cooperative group lessons. Students are required to summarize lesson objectives through either Team Talk/Student-Student/Whole group/Teacher-Student response patterns throughout lessons.

Staff promotes the communication of student achievement with parents through classroom newsletters, calendars and parent letters on homework. Detroit Public School parents are able to access their child's grades through Learning Village. Information about students' learning is communicated in many ways: STAR parent reports, progress notes, report cards, parent-teachers conferences and MEAP parent reports. Parents are able to contact classroom teachers by filling out a conference request. Staff must get back to the parents within 48 hours to set up a phone or in person meeting. Parents are also allowed access to the Media Center to provide assistance with homework and research.

Professional Learning Communities meet to gather and decide how to best use data through a variety of methods, such as graphic organizers, student surveys, "morning meeting" discussions, and observations. Teachers use universal signals to create norms in the classroom. Staff at CHWA use technology to engage students and help personalize lessons; teachers have access to projectors, ELMOs and 2 computer carts. Teachers frequently use power point presentations to supply background information to students. Students have access to the Media Center 90 minutes a week, to read and test on Accelerated Reader/Accelerated Math; as well as having a 45 minute period with the Technology Instructor. Every classroom at CHWA has at least 5 functional computers for students to use.

The school data team within the Professional Learning Community uses statewide and school assessment data to inform and differentiate instruction and school policy. Teachers along with the data team use MEAP, Measures of Academic Progress (MAP), STAR (Reading/Math), English Language Proficiency Assessment Screener and District/school created pre/post assessments across subject areas to collect baseline data and to determine long-term instructional goals based upon student need. Item analyses are conducted to create short term instructional goals. Flexible grouping according to instructional levels allows teachers to meet individual student needs. When students do not respond to small group interventions teachers, instructional coach and or a data team member work to complete an Instructional Needs Analysis. The student is then provided with an Individual Differentiation Plan. A homework policy was created based on return rate of homework in which students are paired with a staff member or volunteer to support homework completion when family support is unavailable. Students that need additional support as identified by their instructional reading levels (STAR Assessment) and or learning style are provided with computer based tutoring. The data and leadership team conduct quarterly meetings to analyze formative assessment data. School policy decisions are then adjusted based upon student need.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

All students have increased learning time in all subjects. In 2011-2012 students were dismissed at 1:55 on Fridays. Starting with the 2012-2013 year students are now dismissed at 2:40 every day. This has provided an extra class period and increased time for both core content and enrichment activities (see assurance 3). There are built in tutorial times, clubs for student learning, elective classes such as Computers, Physical Education and Performing Arts. Charles Wright has unique building features that limit transition times to maximize instructional time. We have a new Reading Program entitled "Success For All", and it is a daily 90 minute uninterrupted Reading block. The school team at Charles Wright Academy will conduct an internal time audit using the National Center On Time and Learning Quality Time Analysis to determine how instructional time can be maximized. The state of Michigan has added an additional 4 weeks (20 days) of school. Students will now be in school through July 12. We have increased instructional time for all students and added additional time for students needing interventions through our tutorial program offered in Reading, Writing and Mathematics. Time has been increased to provide the teachers opportunities to collaborate with each other as a Professional Learning Community. Wright has weekly two hour Wednesday sessions to provide opportunities for increased collaboration. We have weekly horizontal collaboration team meetings within the PLC. Teachers meet quarterly as vertical teams. All meeting times are built into the school schedule (see attached schedule). In the 2013-2014 school year, math will increase to a 90 minute block.

Finally, teachers collaborate with each other by way of communicating through the web based program PD 360. The teacher evaluation PD360 Model that is used includes a component on how well teachers are effectively using instructional time. This component is monitored by informal and formal evaluations done by Administrators on a consistent basis. Positive, effective and corrective feedback is given to staff after the evaluations. Teachers also use PD 360 to connect, explore, and share ideas and instructional strategies and watch videos to continue to help increase student achievement.

There are various types of enrichment activities offered at our school. Charles Wright has an annual Science Fair for 3rd and 4th grade students to create projects and compete in our school sponsored Science Fair. Charles Wright hosts have an annual Family Math and Science Night in partnership with Cranbrook. This activity allows students and their families to play Mathematics and Science games and participate in experimental activities. Wright also has an annual Mathematics and Spelling Bee where students compete against each other with answering multiplication problems and spelling words at or above their grade level. This is collaboration between professional learning communities combining skills, talents and resources to help develop Science and Mathematical skills of students. Wright also offers extended learning opportunities such as the "Q and U Wedding" where 1st grade students learn how to use the letters Q and U together with the creation of a fictional wedding ceremony. This opportunity develops how our professional learning communities work together with the efforts of the 1st grade teachers and the Performing Arts Instructor utilizing skills and talents towards student's achievement. The students are the wedding party and all the speaking parts of the wedding teach the student how the Q and U sound go together. This enrichment strengthens students Reading skills in their academic and elective classes. This activity also explores and develops student's performing arts skills and talents. Charles Wright holds an annual Writing Fair where students will be able to showcase their writing proficiency for staff, parents and the community to view. Our school has clubs such as Science and Computers (see attached schedule) for students that have an interest in exploring learning and doing more hands on activities as a group.

Charles Wright partners with Art Road, a non-profit organization to offer additional art instruction. They do various types of art projects with students in grades KDG-4th grade as well as all of our special needs classes.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Our school uses various forms of communication to connect with staff, students, parents and the community. As a staff we communicate with each other and parents via telephone calls, email, PD 360, Face book, Twitter, and a Charles Wright Wiki space Page. As a staff we communicate with parents by telephone calls, email, and quarterly/biweekly/weekly progress reports. Parents can also view the Wiki space Page. We have quarterly parent teacher conferences and parents can request an individual parent/teacher conference. There are monthly Parent Teacher Group meetings where have the opportunity to share concerns, plan and organize programs, share ideas and strategies to help improve the student achievement and the school. Our school marquee displays what is happening each day to the families and community. We also use Parent Connect Messaging to call and inform families about what is happening at our school. Some Title 1 Funds are used to purchase a school based Attendance Agent and that person communicates with families by telephone, home visits, and individual conferences to ensure that students are in school on a daily basis. If students are not in school on a consistent basis, the Attendance Agent uses the resources available to assist parents in improving their child's attendance.

As school we offer many school and community involvement activities. Every year we have a Father/Daughter/Mother/Son Dance, where families and staff enjoy a catered dinner and evening of music and dancing together in dress attire. Each year we have Family Fun Night, where families and staff have dinner, play games and do activities together. Both of these events are planned and organized by staff in partnership the Parent Teacher Group. There are a variety of programs offered throughout the school year to help with student learning as well as family involvement. There are programs like our annual Christmas Program, and Spring Concert. These programs give students the opportunity to showcase their talents to staff, and families. We also have Black History Month and Multicultural Week. These programs encompasses many different activities such as, studying other country's history, way of life, foods , and clothing style. Students learn from other cultures and see how different other parts of the world are and learn new ideas and ways of living. We have a service organization for students entitled the "School Service Squad". These are 4th grade students that have duties before school such as assisting Pre-K and KDG teachers with classroom responsibilities before the students arrive to the classroom. The Service Squad also assist with various school programs by serving in whatever areas needed, such as greeting families, seating people, passing out programs, and hallway monitoring. Our Safety Patrol Group has 3rd and 4th grade students that assist at the beginning and end of the day with helping at the school crosswalks for student safety. These programs teach students to be responsible for helping others and giving to others in their community.

Charles Wright partners with Neighborhood Legal Services providing workshops for parents teaching them strategies and skills to help them assist their children at home with homework and school projects. Parents are given the opportunity to attend our annual MEAP Parent Workshop designed to teach ideas and testing strategies to parents to help assist students at home for preparing for assessments. We have an annual MEAP Rally to get students, staff, and families motivated to do their very best to achieve on the MEAP Test and all other assessments. We have parent volunteers in the classroom to assist teachers by helping students with class work to improve student achievement. The Yes Foundation and Volunteer Reading Corps come to our school and read stories to the children and assist the students to increase student achievement.

New St. Mark Church provides clothes, hats and gloves to help families that are having financial hardships. We also have a partnership with Berg Lahser Community Association. This organization assists with the community and the children walking to and from school using safety precautions. MGM Casino is another partner that donates new coats to our school every year. They also pay for some of the luncheons we have at the school for staff and families for various programs. Art Road Foundation is a partner that painted a mural inside of our school along a wall. They planted flowers and installed benches in front of the school. The Parent Teacher Group organizes a candy sell every year with Morley Candy. Students and parents sell candy products to their family, friends, and community to raise money for our school. The money raised is used to assist with items or food needed for programs. We have a project with Gleaners, where staff, families and the community donate food to the school and distribute it out to the community. We have many programs and community partners that provide

opportunities for children to learn, give, support others in need and grow as a school community. These factors contribute to the success of student achievement which makes a successful school. Charles Wright will continue to seek out additional community partners to further enrich student learning

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Charles Wright Academy staff along with the parent Teacher Group has the flexibility to decide how the annually budget will be spent to increase student achievement. Title 1 funds for the 2012-2013 school year are spend on staff, supplies and programs. Personnel that are Title 1 funded are Educational Technicians, Counselor, School Service Assistants, and an Attendance Agent. The Title 1 funded personnel will ensure that all students have a fair, equal and significant opportunity to obtain a high-quality education, meet state academic achievement standards and meet proficiency on state and district academic assessments. Charles Wright has the flexibility to use the meeting time on Wednesday for teacher collaboration.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

Detroit Public Schools will ensure that each Priority school receives ongoing and intensive technical assistance to support their school turnaround efforts. Detroit Public Schools is committed to providing all Priority Schools with a high level of differentiated support based on their school's need. DPS has established an Office of School Turnaround that includes the following:

- An Assistant Superintendent assigned to the Office of School Turnaround who oversees all priority schools and manages teaching and learning
- District Instructional Specialists to provide coaching in data-analysis, strategic planning, differentiated instruction, scheduling, student engagement, and strategic family/community planning aligned with the Reform/Redesign plans
- Designated individuals in the Office of Grant Compliance and the Office of Procurement and Logistics to assist schools in aligning resources to support school improvement initiatives

The Detroit Public Schools will provide extensive monitoring for its Priority Schools. Five Reform/ Redesign Monitors will be assigned to monitor the implementation of 6-7 schools each. The Reform/ Redesign Monitors will utilize a tiered approach to monitoring. This includes:

- Frequent Site Visits
- Required Data Reporting
- Formal Quarterly Benchmark Meetings

The monitors will evaluate local progress and provide guidance to the district level in meeting the student achievement goals and the selected intervention models. Monitors will submit monthly reports to the Office of School Turnaround detailing the school's efforts and progress. Feedback will be utilized to guide the level of professional development and type of technical support based on the school data.

Detroit Public Schools will continue to seek the support offered through Michigan Statewide System of Support and the State School Reform Office.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Attachment:</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<u>Attachment:</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>Attachment:</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	<u>Attachment:</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<u>Attachment:</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	<u>Attachment:</u>